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|  | 9:00am-9:30am  Morning PE | 9:30-10:00am  Break | 10:00-10:30am  Phonics | 10:30-11:30am  Literacy | 11:30-12:30pm  Lunch | | 12:30-1:30pm  Topic/Creative | | 1:30-2:00pm  Handwriting | 2:00-3:00pm  Sing songs/Story time | |
| Monday | Joe Wicks Morning Exercise  Click on the link below to access the workout.  <https://www.youtube.com/user/thebodycoach1/videos> | Break | Children to go through their phase 2 and phase 3 sounds. Say the sound out loud. (See sound mat below).  Children to learn the sound ‘or’.  Watch Geraldine. Click on the link below. If it does not work, type into YouTube ‘Geraldine learns or’.  <https://www.youtube.com/watch?v=Fm9PRHDJlv4>  What is your new sound? or.  or is a diagraph which is two letters that make one sound.  Children to say the sound or in a deep voice, squeaky voice, quiet voice, loud voice.  Children to think of different words with the sound ‘or’ in it, such as fork, cork, born, horn, storm, short, torch.  Adult to write the words, children to have a go at reading it by sound it out and blending it. E.g. f-or-k is fork.  Challenge:   * Can you think of two sentences with your new sound and write it down. | Recap the story of ‘The Hungry Caterpillar’.  Talk about what happened in the story. Children to recall the different fruits that were in the story. Can you go and find some of those fruits. Once children have found the fruits, can you have a go at writing a list of all of the fruits the hungry caterpillar ate.  Draw a picture and write the name of the fruit.  Challenge:   * Can you remember the order of the different fruits he ate? Draw it in order. * Can you write a few sentences about what he ate? * What happened when he ate a lot?   Children to use the sound mat when writing. | Lunch | Children to recall the life cycle of a butterfly. Children to act it out.  Children to first draw a butterfly on paper. Can you label your butterfly. What do you want your butterfly to look like? Why? What colour?  Then use your design to make your butterfly using household items or materials. **See pictures below for ideas.**  Find resources you need to make your butterfly. This can be with any household item/material you have. Work with an adult to make your butterfly.  **Adult to ask:**  What do you like about your butterfly? Why?  What would you change and why?  What is the life cycle of a butterfly? | | Children to have a go at handwriting practise. Can you write these letters across your page making sure they are formed correctly. Always start from the top. Use image below to help. The green dot shows where to start. Encourage children to not take their pencil off the page when writing each letter.  If children struggle, use a highlighter pen to write it for them. Children to trace over it.  Challenge: Can you write some words with these letters.  **c**  **a**  **o** | | | Children to choose their favourite book and read with an adult.  At the end of the story, children to talk about their favourite part of the story and why? Who is your favourite character? What did you enjoy the most about the story?  Children can choose to draw a picture about the story.  Act out their favourite part of the story.  Encourage them to look for sounds in the book. E.g. can you find the sound ‘ar’ or ‘s’.  Can you find some of the tricky words such as; the, I, no, my, to, go and into. Children do not need to find all, only some. |





